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ABSTRACT

The reference guide presents a model for career education in Michigan and clarifies the content of career development by specifying student outcomes. The document organizes the content of career development into four basic interrelated knowledge, skill, and attitude components: (1) self-awareness and assessment, focusing on helping individuals understand themselves and others; (2) career awareness and exploration, focusing on the interrelatedness of family, citizen, leisure and occupational roles, home, school, work and community settings, and various events such as job entry, marriage, and retirement; (3) career decision making, focusing on skills related to life/career planning; and (4) career planning and placement, focusing on acquiring prerequisite skills and knowledge which lead to life career goals. An organizational pattern for each component of career development is presented indicating two elements, 17 general goals, and 49 sub-goals. In addition another chart shows how each of the 49 sub-goals are restated as performance indicators for four developmental levels (K-3,4-6, 7-9, and 10-adult). A brief discussion of the infusion process for teachers and counselors is also presented. (Author/BP)

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A Reference Guide

CAREER DEVELOPMENT GOALS & PERFORMANCE INDICATORS

Second Edition

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YOUR COMMENTS AND SUGGESTIONS, PLEASE 68

Foreword

Educators from our state have requested additional information relating to the planning and implementation of career education in their schools.

The state department of education has supported career education in several local sites for the past four years. This support has resulted in extensive refinement of the concepts of career education and career development.

The following document presents a model for career education in Michigan and clarifies the content of career development by specifying student outcomes.

The book organizes the content of career development into the areas of self awareness, career exploration, decision making, planning and placement.

This document will serve as a reference guide for Michigan educators to use in planning career education curriculum.

The Career Development Goals and Performance Indicators presented in this document have undergone extensive review and revision and will be subjected to continued field testing and refinement. A survey form for your comments and suggestions is included at the end of this guide. Please complete and return the forms which appear on pages 68 and 69.

John W. Porter
Superintendent of Public Instruction

Acknowledgments

Many sources were used to assemble this collection of career development goal and performance indicators. While it is impossible to list all contributors, the following were primary sources:

The Career Development Goals and Objectives Task Force, comprised of Michigan Educators.

Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research, Palo Alto, California, 1973.

EPDA Institute: Career Development, University of Minnesota College of Education, 1971.

Career Guidance, Counseling, and Placement Elements of an Illustrative Guide, University of Missouri-Columbia, 1974.

Developmental Program Goals, Comprehensive Career Education Model, The Ohio State University, Columbus, Ohio, 1972.

Career Education Project Materials, from projects located throughout Michigan.

Michigan Department of Education personnel:
Dave Buettner, James Howard, Marilyn Kotati, James Mahrt, Celess McLester, Joseph McGarvey, Connee Peters, Maurice Prince, Robert Stout, William Weisgerber, Robert Weishan.

Introduction

Career Education is the delivering of skills to all students which will provide them with the ability to explore, understand, and perform in their life roles while learning, working, and living.

In this statement, the Michigan Career Education Advisory Commission[1] is expanding the definition of "career" to include the individual's life roles as citizen, family member, and participant in aesthetic and recreational experiences, as well as worker. Using this broader definition of the word career gives career education sufficient scope so that it embraces all elements of the Common Goals of Michigan Education. The goals stress the individuals acquisition of basic skills, preparation for social participation and change, ability to think creatively and critically, development of a strong self-concept, and the gaining of occupational skills.

All elements of education have a role to play in Career Education. In addition, the implementation of Career Education requires the participation of the school and the total community in a cooperative relationship.

The various segments of Career Education generally separate into two broad categories, those being Career Development, and Career Preparation.

Career Development is that part of Career Education which includes: Self Awareness and Assessment, Career Awareness and Exploration, Career Decision Making, and Career Planning and Placement.

Career Preparation is the acquiring of academic and vocational knowledge and skills necessary to implement career decisions and plans.

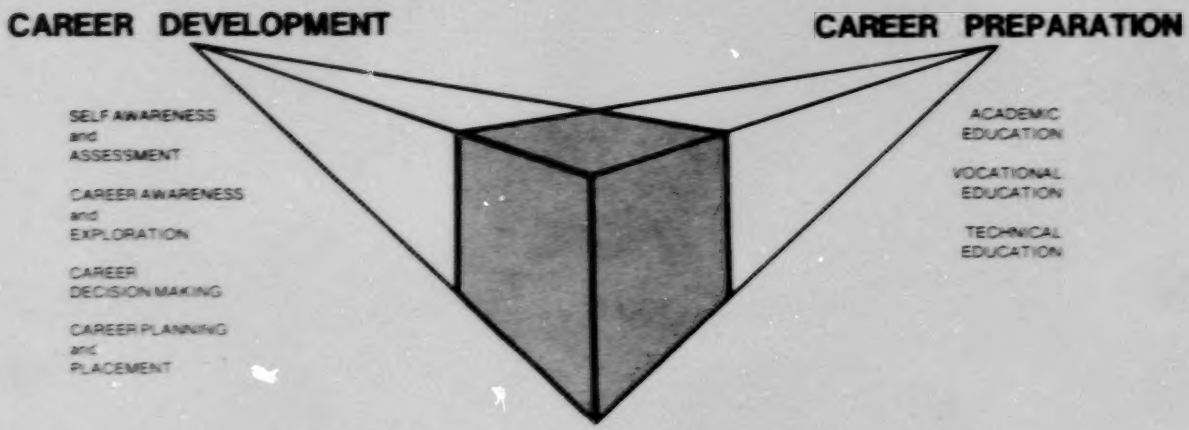
A first step in establishing a career education program requires an analysis of the career development concept. The results of this analysis are statements of student outcomes for career development.

These student outcomes and an organizing framework for them are presented in this reference guide.

Many educators are already incorporating career development concepts into their programs. This document can be used by these educators to identify other concepts and areas they want to incorporate or it can be used to give educators not familiar with the concept an understanding of Career Education and an opportunity for involvement.

1. Appointed by the authority contained in Public Act 97 of the Public Acts of 1974.

CAREER EDUCATION



AN INTEGRATED APPROACH

FIGURE 1

The Career Development Concept

The Michigan model for career development identifies four basic interrelated knowledge, skill, and attitude components: Self Awareness and Assessment, Career Awareness and Exploration, Career Decision-Making, and Career Planning and Placement.

These four components of the conceptual model are presented in Figure 2.

As indicated, these components are completely interrelated as individuals develop throughout their lives.

The existence of discreet categories is possible only through arbitrary assignment of concepts to components and is useful for understanding career development and for organizing more specific outcome statements.

FIGURE 2

Self Awareness and Assessment

In the Self Awareness and Assessment component, the content and activities focus on helping individuals understand themselves and others.

The main concepts of this component involve individuals' awareness and acceptance of themselves, the awareness and acceptance of others, and the development of interpersonal skills.

Within this component, individuals begin to develop an awareness of their personal characteristics -- interests, aspiration, aptitudes, abilities, and values and the characteristics of others.

Individuals learn techniques for self appraisal and the analysis of their personal characteristics in terms of life-career options.

They begin to formulate plans for self improvement. Individuals become knowledgeable about the interactive relationship of individual and group roles in such a way that they develop personal standards and a sense of purpose in life.

Outcomes of this component reflect a person who can utilize self knowledge in life-career planning and in the fostering of positive interpersonal relations.

Individuals become self directed in that they accept responsibility for their own behavior.

Self Awareness and Assessment is a life-long process of discovering individuals traits, developing a personal profile, and understanding that these traits and profile are constantly changing.

Career Awareness and Exploration

The content and activities found in this component focus on the interrelatedness of family, citizen, leisure and occupational roles; home, school, work, and community settings; and the various events such as job entry, marriage, and retirement, which may occur during the life stages of individuals.

Emphasis is given to knowledge and understanding of the structure and dimensions of the education, work, family, citizen, and leisure worlds.

For example, individuals will learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways.

Such groupings can serve as an avenue through which individuals learn of the similarities and differences among workers and work places.

Emphasis is placed on the individual's learning of selected associations among specific occupational requirements, personal characteristics, skills, interests, values, and aspirations.

The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this component.

The individual begins to view the basic dimensions of the worlds of education, work, family, citizen, and leisure from three perspectives -- sociological, psychological, and economic.

The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of education, work, leisure, family development, and citizen involvement.

The economic component refers to such considerations of occupational choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure, family, and citizen activities.

The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from education, work, leisure, family, and citizen involvement, and the internal factors which affect this satisfaction.

As a result of learning about the interaction of these component parts of the worlds of education, work, family, citizen, and leisure, individuals learn of the reciprocal influences of specific activities and can analyze life style preferences.

Career Decision Making

The Career Decision-Making component contains content and activities designed to help individuals understand that decision-making is an important task in everyday life.

The central focus of this component is a mastery of decision-making skills related to life-career planning.

Individuals begin to develop skills in this area by identifying the elements of the decision-making process. These elements include gathering information from relevant sources, both external and internal, and learning to utilize the collected information in making informed, reasonable decisions.

Individuals begin to engage in planning activities and to understand that they can influence their future by applying such skill.

They begin to accept responsibility for making their own choices, for managing their own resources and for directing the future course of their own lives.

Other dimensions in this component include the concept of change, space, and time as they affect life-career planning.

Individuals learn of the potential impact of change in modern society and of the necessity of being able to project themselves into the future.

In this way, they can begin to predict the future and to foresee alternatives which they may choose and to plan to meet the requirements of preferred life-career alternatives.

The major educational goals within this component are directed toward facilitating the development of individuals who value decision making and can formulate reasonable life-career plans.

Career Planning and Placement

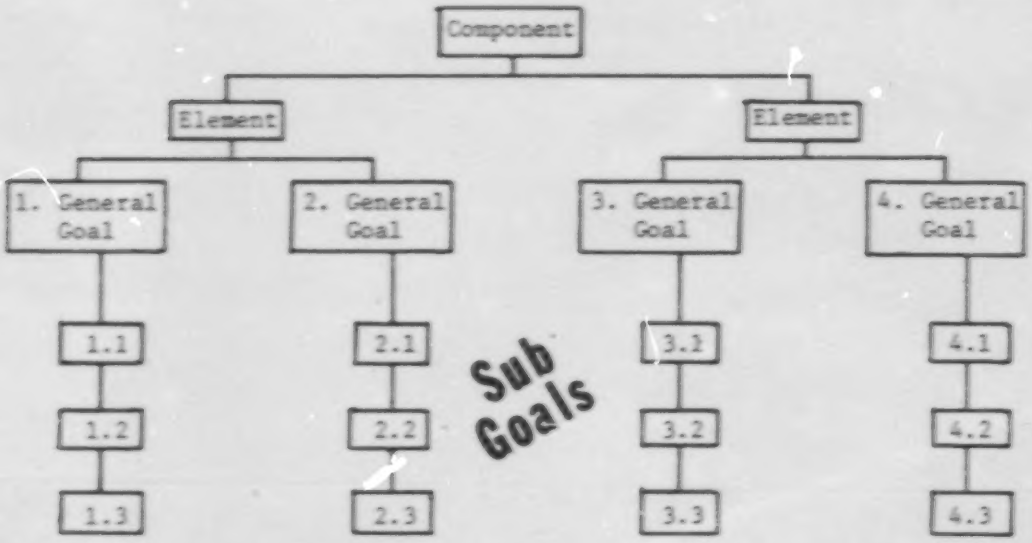
This component contains content and activities designed to help individuals develop and implement systematic programs to reach career goals.

The individual in this component sets out to acquire prerequisite skills and knowledge which lead to his or her life-career goals.

The individual identifies and uses appropriate resources to acquire these skills and knowledges, and consciously assesses progress toward life-career goals, making whatever adjustments are necessary to maintain progress toward meaningful life-career goals.

The individual, in this component, is demonstrating commitment to life-career plans and goals by taking action.

The Organizational Chart



An important challenge in developing a reference guide such as this is to present an organizational framework which is logical and meaningful.

The organizational pattern for breaking down each component of Career Development into its parts is presented above. This diagram indicates the interrelatedness of career development concepts.

As this organization chart indicates, each component is restated as two elements.

Each element is broken down into several numbered general goals. These goals, seventeen in all, represent very broad areas of career development attitudes, knowledge, and/or behaviors.

General goals are more specifically stated as sub goals.

Both the general goals and the sub goals are meant to be used by teachers and counselors at all grade levels.

Figure 3 on the next page expands the above organization chart to include the entire set of Career Development components, elements, general goals, and sub goals.

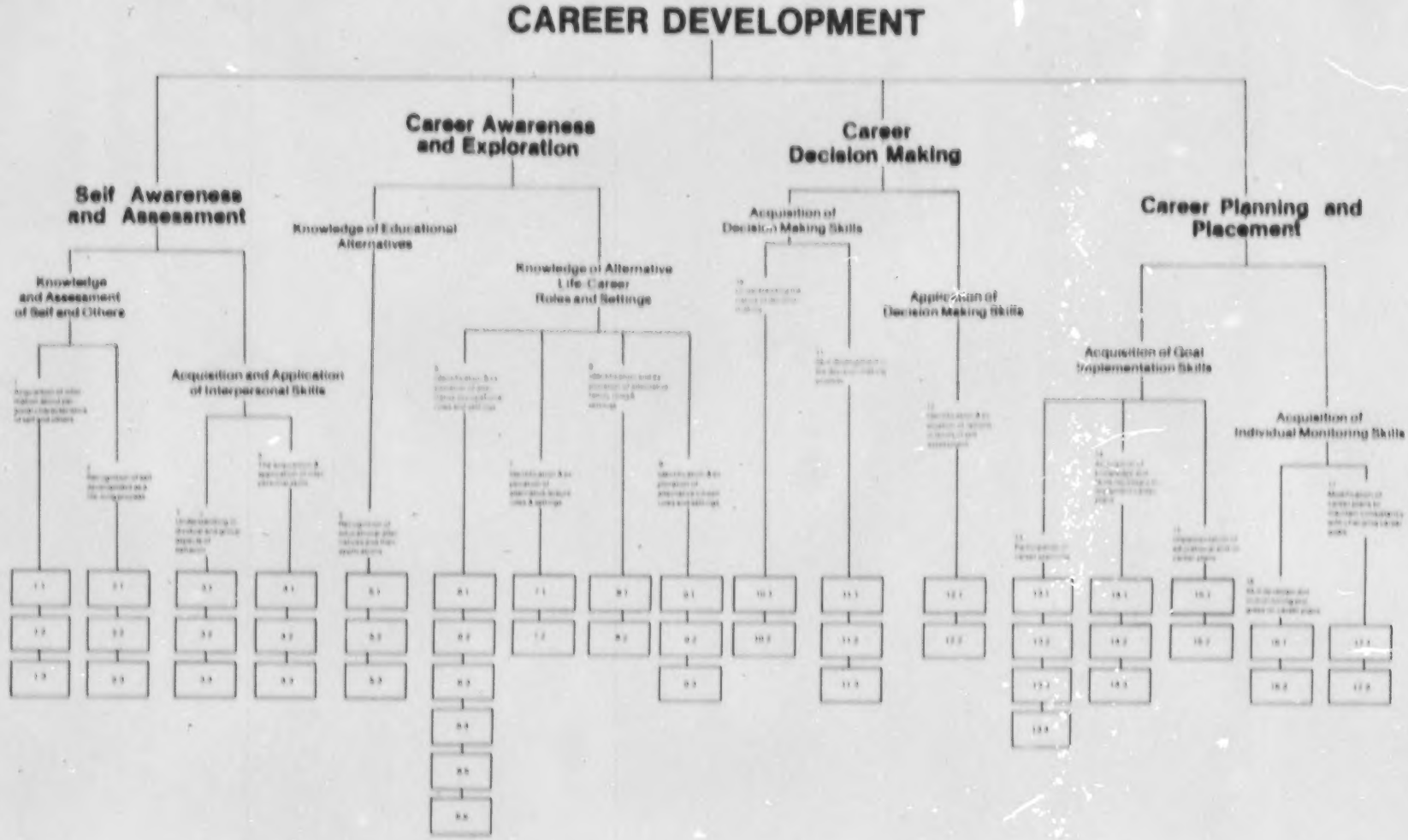
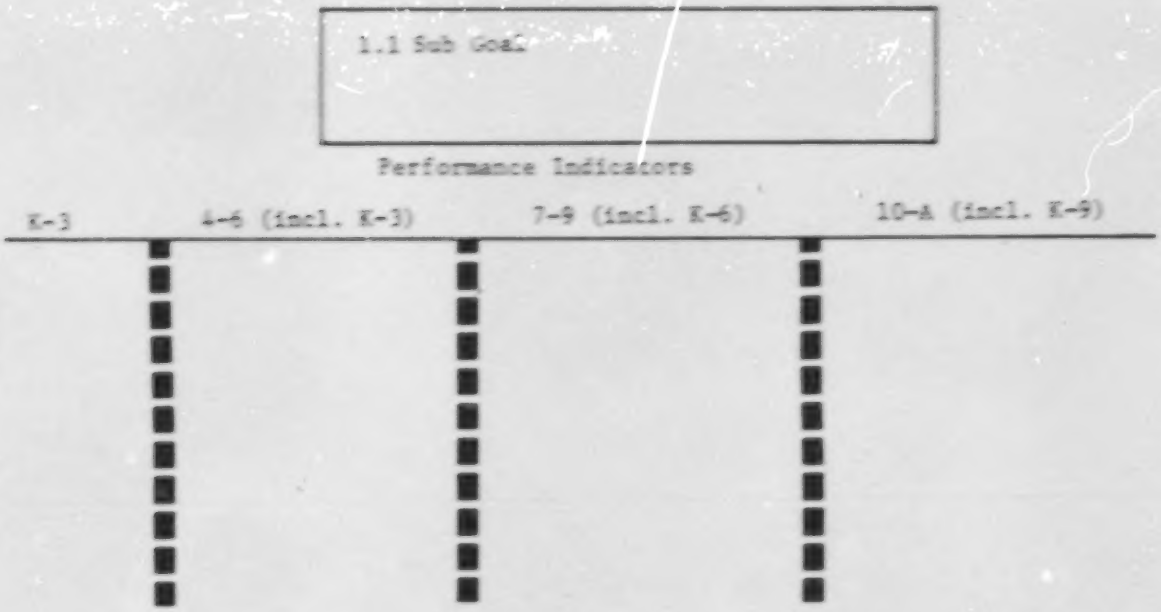

CAREER DEVELOPMENT
Self Awareness and Assessment
Career Awareness and Exploration
Career Decision Making
Career Planning and Placement
Knowledge and Assessment of Self and Others
Acquisition and Application of Interpersonal Skills
Knowledge of Educational Alternatives
Knowledge of Alternative Life Career Roles and Settings
Acquisition of Decision Making Skills
Application of Decision Making Skills
Acquisition of Goal Implementation Skills
Acquisition of Individual Monitoring Skills

FIGURE 3

Career Development Performance Indicators



This chart represents how each of the forty-nine sub goals presented in Figure 3 is restated as Performance Indicators.

The four developmental levels of performance indicators (K-3, 4-6, 7-9, 10-Adult) are specified only for purposes of clarity; they should not be interpreted as strict categories.

These performance indicators are expressed in terms of individual outcomes and are helpful in planning learning experiences. The teacher or counselor must use his or her judgement in determining which performance indicators would be appropriate for their situation.

As the conditions of a specific learning situation are known and as criteria are set, these performance indicators are easily restated as performance objectives.

The forty-nine sub goals and samples of appropriate performance indicators are stated in their entirety on pages 14 through 66 of this document.

The Infusion Process for Teachers and Counselors

One important use of this document will be to develop career education curriculum which infuses career development concepts into existing curriculum.

The infusion process is a series of steps a teacher or counselor can follow to identify where in existing instructional and guidance programs, they can assist students in reaching career development outcomes.

The first major step in the infusion process is to identify the desired outcomes for the lesson or guidance activity being developed. This reference guide serves as a resource of career development outcomes.

By combining selected career development outcomes with selected subject matter outcomes, a teacher establishes the basis for planning career education curriculum; likewise, counselors may infuse selected career development outcomes into existing counseling and guidance programs.

A second major step of the infusion process involves identifying the activities and resources a counselor or teacher may utilize to reach the desired outcomes. Additional resources such as a collection of ideas for activities, a guide of commercially produced materials, or a guide of community resources will aid in planning career education lessons or guidance activities.

Suggestions for using this Reference Guide and the infusion process are described in detail in the Infusion Handbooks[2] for teachers and counselors.

FIGURE 4

2. The Infusion Handbooks, Career Development Unit, Michigan Department of Education, Box 928, Lansing, Michigan 48904.

Self Awareness and Assessment

Career Awareness and Exploration

Career Decision Making

Career Planning and Placement

CAREER DEVELOPMENT

SUB GOALS
AND
PERFORMANCE INDICATORS

1.1 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE SIMILARITIES AND DIFFERENCES BETWEEN HIS OR HER PHYSICAL, INTELLECTUAL AND EMOTIONAL CHARACTERISTICS AND THOSE OF OTHERS.

Performance Indicators

K-3

1.1 (A) For the individual to give (three) examples of his or her physical characteristics, and (two) examples of his or her intellectual characteristics.

1.1 (B) Given a situation (a new baby in the family), the individual can give examples of (two) different emotional reactions to that situation.

1.1 (C) For the individual to describe (three) motor skills he or she does well.

1.1 (D) For the individual to describe the subject in school he or she finds the easiest.

4-6 (incl. K-3)

1.1 (E) For the individual to identify how physical, emotional and intellectual characteristics affect activities.

1.1 (F) For the individual to compare his or her intellectual skills when in first grade with current skills and describe how they have changed.

1.1 (G) For the individual to explain how people can express a given emotion differently (e.g., the ways to express anger, the ways to express joy).

1.1 (H) For the individual to identify those characteristics he or she and others agree the individual has, and those on which they do not agree; list reasons for differences of opinion.

7-9 (incl. K-6)

1.1 (I) For the individual to give (two) reasons why people of the same age can differ in physical skills.

1.1 (J) For the individual to explain how out-of-school experiences can affect intellectual skill.

1.1 (K) For the individual to explain why a person's observable reaction in an emotional situation may differ from how he or she is feeling inside.

1.1 (L) For the individual to identify (two) behaviors (both verbal and nonverbal) that demonstrates each of the following emotions: happiness, anger, sorrow, fear, loneliness, excitement.

10-A (incl. K-9)

1.1 (M) For the individual to explain how physical handicaps can affect an individual's development of physical skills.

1.1 (N) For the individual to explain why one individual who works very hard might achieve academic success similar to that of another individual who does not work as hard.

1.1 (O) For the individual to compare and contrast the emotional reactions of: 1) children and youth, and 2) adult men and women.

1.1 (P) For the individual to list his or her physical, intellectual, and emotional characteristics that contribute to his or her uniqueness.

1.2 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE SIMILARITIES AND DIFFERENCES BETWEEN HIS OR HER INTERESTS AND VALUES AND THOSE OF OTHERS.

Performance Indicators

K-3

1.2 (A) For the individual to list (three) things he or she is interested in and (three) things he or she is not interested in.

1.2 (B) For the individual to give (three) examples of what he or she values.

4-6 (incl. K-3)

1.2 (C) For the individual to compare his or her interests with those of someone his or her own age and sex; with someone a different age and sex.

1.2 (D) For the individual to compare his or her values that are important now with those that were important when he or she began school; discuss any changes.

7-9 (incl. K-6)

1.2 (E) For the individual to discuss reasons why people have similar or different interests.

1.2 (F) For the individual to compare and contrast values held by his or her classmates.

1.2 (G) For the individual to give an example of how a person's values may be influenced by his or her background and experiences.

1.2 (H) For the individual to describe how his or her actions reflect a particular value (e.g., reading is fun--read a lot of books, talk about what you read, etc.).

10-A (incl. K-9)

1.2 (I) For the individual to describe (three) factors that may affect the values a person holds.

1.2 (J) Given several examples of people with differing interests, the individual can identify (three) reasons to account for the differences.

1.2 (K) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

1.3 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE SETTINGS AND EXPERIENCES THAT PROVIDE KNOWLEDGE OF SELF AND OTHERS.

Performance Indicators

K-3

1.3 (A) For the individual to identify (five) experiences from which he or she gained knowledge about his or her physical, intellectual, emotional characteristics, interests and values.

1.3 (B) For the individual to identify (two) kinds of information he or she can obtain through self-exploration (e.g., interests, skills, values, personal satisfactions).

1.3 (C) For the individual to describe (three) situations in which an individual's activities (e.g., in class, at play, at work) provide information about his or her personal characteristics.

4-6 (incl. K-3)

1.3 (D) Given an experience (e.g., running in a race), the individual can describe what he or she could learn about himself or herself from that experience.

1.3 (E) For the individual to describe the personal characteristics of a person playing a specific role which makes that person effective in that role.

1.3 (F) Given information on how well he or she does in various subjects in school, the individual can identify the subject in which the best work is done.

1.3 (G) For the individual to give a specific example of something he or she learned about a person from observing that person's activities.

7-9 (incl. K-6)

1.3 (H) For the individual to describe how what he or she learns about himself or herself in the school setting is similar or different from knowledge about self learned at home, and explain the reasons for the similarities and differences.

1.3 (I) For the individual to explain why observation of activities may not always provide accurate information about a person's skills or interests (e.g., a person may not like an activity even if he spends a lot of time at it).

1.3 (J) For the individual to explain how another's opinion about his or her skills, interests, etc., provides information about himself or herself.

10-A (incl. K-9)

1.3 (K) For the individual to list (three) experiences that caused he or she to modify his or her values; explain the reasons for the need to change.

1.3 (L) Given an experience (e.g., a trip to a museum), the individual can describe the types of information about himself or herself that were gained from the experience.

1.3 (M) For the individual to explain why it is useful to check out opinions about oneself (e.g., to see if opinions are justified in the eyes of others, by actions, etc.).

2.1 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE THAT SELF DEVELOPMENT IS THE RESULT OF INTERACTION BETWEEN PERSONAL CHARACTERISTICS (E.G., INTERESTS AND VALUES) AND HIS OR HER ENVIRONMENT.

Performance Indicators

K-3	4-8 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
2.1 (A) For the individual to identify ways in which work he or she does at home and at school affects his physical, intellectual, and emotional characteristics. 2.1 (B) For the individual to identify abilities and skills he or she is in the process of learning that enable him or her to cope with the environment.	2.1 (C) For the individual to identify what he or she can do to make his environment more as he or she would like it to be. 2.1 (D) For the individual to identify (three) general kinds of experiences (e.g., visits to new places, school/classroom activities, training to specific skills, meeting new people, etc.) that may result in changes in particular individual characteristics.	2.1 (E) For the individual to describe how peer groups affect his interests and values and explain the importance of this affect. 2.1 (F) For the individual to describe how practice influences the development of skills or interests and give (two) examples.	2.1 (G) For the individual to compare current interests with those he or she had (two) years ago and identify specific experiences that might account for any changes.

2.2 SUB GOAL

FOR THE INDIVIDUAL TO ESTABLISH GOALS TO DIRECT SELF DEVELOPMENT.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
2.2 (A) For the individual to give (two) examples of possible personal goals (e.g., to paint a picture, to learn how to skip rope, etc.)	2.2 (B) For the individual to explain how differences in each of the following might result in differences in personal goals; interests, abilities, values, experiences, peer and family influences. 2.2 (C) For the individual to describe how people's personal goals may change over time (e.g., become more specific, change to reflect a different value system, etc.).	2.2 (D) For the individual to compare and contrast personal goals with those of two other students. 2.2 (E) For the individual to identify (three) characteristics that can be developed through an individual's efforts (e.g., physical skills, academic skills, social skills). 2.2 (F) Given information on how well he or she does in specific subjects and on specific skills involved in those studies, the individual can identify those skills which he or she thinks will require further development.	2.2 (G) For the individual to analyze the nature of differences in personal goals between youth and adults. 2.2 (H) For the individual to list personal goals and describe how these goals will result in self development.

2.3 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE THAT CHANGE IN SELF CONCEPT CAN BE THE RESULT OF LEARNING, PHYSICAL GROWTH, AND/OR MATURATION.

Performance Indicators

K-3

2.3 (A) For the individual to give (four) examples of how his or her physical abilities have changed over time.

2.3 (B) For the individual to explain how development of physical and intellectual abilities can affect interests and attitudes.

2.3 (C) For the individual to explain how each of the following contributes to a person's concept of who he or she is: things one likes about oneself; things one doesn't like about oneself; things one thinks they can accomplish; things one thinks they cannot accomplish.

4-6 (incl. K-3)

2.3 (D) For the individual to explain how doing something new successfully increases his or her self-confidence.

2.3 (E) Given a specific physical or intellectual skill to be developed, the individual can describe how a person might develop that skill.

2.3 (F) For the individual to explain how the attitudes of others can affect a person's concept of himself or herself.

7-9 (incl. K-6)

2.3 (G) For the individual to describe how knowing what he or she can and can't do well affects attitudes and behavior.

2.3 (H) For the individual to describe (two) factors which influence the development of intellectual skills.

2.3 (I) For the individual to give (two) reasons why some people may work harder than others to change or develop specific physical, intellectual, or emotional characteristics.

2.3 (J) For the individual to explain how feedback about his or her characteristics influences his or her self concept.

10-A (incl. K-9)

2.3 (K) For the individual to assess the relative influences of growth, experience, and conscious action on the development of a specific ability.

2.3 (L) For the individual to predict the effect a particular learning experience will have on his or her self concept.

2.3 (M) For the individual to assess relative importance of what he or she knows about their physical characteristics, interests, abilities, and values in forming his or her self concept.

3.1 SUB GOAL

FOR THE INDIVIDUAL TO UNDERSTAND THE DIFFERENCE BETWEEN INDIVIDUAL AND GROUP ROLES.

Performance Indicators

K-3

3.1 (A) For the individual to identify (three) activities in which he or she works alone and (three) activities in which he or she is a member of a group.

3.1 (B) For the individual to describe activities he or she likes to do alone and those activities he or she likes to do with a group.

4-6 (incl. K-3)

3.1 (C) For the individual to explain how a person can respect someone's thinking even though they disagree with it.

3.1 (D) For the individual to describe (two) areas for which a student can accept responsibility for his or her individual goals (e.g., school work, home tasks, etc.).

3.1 (E) For the individual to identify (three) different settings in which one's actions often have consequences for others and discuss those consequences.

3.1 (F) For the individual to identify how completion of a group task depends on cooperation as well as individual proficiency.

7-9 (incl. K-6)

3.1 (G) For the individual to list group goals in a given situation and identify reasons why he or she may have to compromise individual goals in order to reach the group goals.

3.1 (H) For the individual to explain how the amount of responsibility a person accepts may vary.

3.1 (I) For the individual to identify manipulative abilities he or she has in working with others.

10-A (incl. K-9)

3.1 (J) For the individual to compare the rights of the individual to the rights of the group.

3.1 (K) For the individual to explain why a "double standard" is an infringement of an individual's or group's rights.

3.1 (L) For the individual to describe his or her behavior in a group situation; he or she will differentiate between his or her behavior and that of others; he or she will analyze why they did or did not do more than the minimum required.

3.2 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE BOTH THE INDIVIDUAL AND GROUP ASPECTS OF LIFE-CAREER ROLES.

Performance Indicators

K-3	4-8 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
3.2 (A) In terms of the following roles, the individual can list activities he or she does alone and those they do with others (as a worker, as a player, as a citizen, as a family member).	3.2 (B) Given (four) different work situations, the individual can describe how his or her performance affects the performance of the group (e.g., at home with the family, at work with Boy or Girl Scouts, at school with classmates, etc.).	3.2 (C) Given (four) occupations the individual is interested in, he or she can identify both the individual and group aspects of each of the (four) occupations. 3.2 (D) Given a leisure, a family, and a citizen role the individual is participating in, he or she can identify the individual and group aspects of each of those roles.	3.2 (E) For the individual to identify (four) roles (a family role, an occupational role, a citizen role, and a leisure role) that he or she is interested in and can compare and contrast the individual and group aspects of each of the identified roles.

3.3 SUB GOAL

FOR THE INDIVIDUAL TO UNDERSTAND THE EFFECT OF ROLE EXPECTATION ON INDIVIDUAL BEHAVIOR.

Performance Indicators

K-3	4-8 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
3.3 (A) For the individual to identify ways in which he or she is dependent on the work of others (at home and in school). 3.3 (B) For the individual to identify ways in which others depend on work he or she does.	3.3 (C) For the individual to describe advantages and disadvantages of depending on others and being depended on.	3.3 (D) For the individual to describe a situation in which his or her expectations differed from those of another person. 3.3 (E) Given a conflict between the individual's behavior and expectations of relatives or friends, the individual can explain (two) ways the conflict might be resolved.	3.3 (F) For the individual to explain why certain people feel they have a responsibility to influence him or her regarding what kind of life they live. 3.3 (G) Given a situation where the individual's desired life style differs from someone's expected life style for the individual, he or she can describe how the conflict might be resolved.

4.1 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY EXPERIENCES WHICH UTILIZE INTERPERSONAL SKILLS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
4.1 (A) For the individual to give (two) examples of interpersonal skills (e.g., being sensitive to others' needs, listening well, being considerate, exhibiting leadership, etc.).	4.1 (C) For the individual to give (two) reasons why people's interpersonal skills differ (e.g., differences in training, in experience, etc.).	4.1 (E) For the individual to compare and contrast the interpersonal skills of people his or her age, people younger and people older.	4.1 (G) For the individual to list (three) specific activities he or she can do that involves communicating with others (e.g., assisting, in the direction of children's groups), both verbally and non-verbally).
4.1 (B) For the individual to list (three) specific activities that involve helping others.	4.1 (D) For the individual to identify (two) situations in which people he or she knows have demonstrated differences in interpersonal skills and describe how these skills are different.	4.1 (F) For the individual to explain why it is important for a person to communicate with others, both verbally and non-verbally.	

4.2 SKILLS

FOR THE INDIVIDUAL TO ACQUIRE LISTENING, ATTENDING, RESPONDING, AND INITIATING SKILLS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
4.2 (A) For the individual to demonstrate the following behaviors: listening, attending, responding, initiating.	4.2 (D) For the individual to identify (three) situations in which he or she has initiated conversation.	4.2 (H) For the individual to identify (two) reasons for eye contact in communication.	4.2 (L) For the individual to identify (four) ways to facilitate interpersonal relationships.
4.2 (B) For the individual to identify (two) reasons it is important to listen, attend, respond, and initiate.	4.2 (E) For the individual to list (four) non-verbal ways to respond.	4.2 (I) For the individual to compare and contrast attending physically and attending psychologically.	4.2 (M) For the individual to compare and contrast ways to encourage communication and ways to discourage communication.
4.2 (C) For the individual to identify (four) situations in which he or she both listens and responds.	4.2 (F) For the individual to identify (four) helping situations in which he or she has attended and responded.	4.2 (J) For the individual to list (four) ways to communicate interest in an interpersonal relationship.	4.2 (N) For the individual to describe what it means to be "non-judgemental".
	4.2 (G) For the individual to identify (two) times he or she has agreed with others and (two) times he or she has not agreed.	4.2 (K) For the individual to describe and identify "stereotyped behavior".	4.2 (O) For the individual to describe "empathy" and will identify (two) situations in which he or she has been empathetic.
			4.2 (P) For the individual to discuss "confrontation" and identify (two) times he or she has confronted another or has been confronted by another.

4.3 [illegible]

FOR THE INDIVIDUAL TO DEMONSTRATE THE ABILITY TO INITIATE AND MAINTAIN INTERPERSONAL RELATIONSHIPS.

Performance Indicators

K-3

4.3 (A) For the individual to give (two) examples of social skills (e.g., being polite to people, getting along with people, being friendly, talking easily with others, etc.).

4.3 (B) For the individual to describe an incident in which someone helped him or her and can tell how they felt as a result.

4-6 (incl. K-3)

4.3 (C) For the individual to recall or imagine a situation in which he or she showed poor social skills, and contrast it with how an older brother, sister, or friend might have reacted in the same situation.

4.3 (D) For the individual to give (one) reason why a person may want to change or acquire specific social skills (e.g., to be more comfortable with strangers, to make friends, etc.).

7-9 (incl. K-6)

4.3 (E) For the individual to explain how age and experience may affect people's social skills (e.g., a younger child may not excuse himself after running into another person, an adult may find it easier to talk with new people, etc.).

10-A (incl. K-9)

4.3 (F) Given a specific interpersonal situation (e.g., two persons arguing), the individual can compare and contrast the ways different students perceive the situation.

4.3 (G) For the individual to identify (one) interpersonal relationship he or she would like to develop and describe the steps necessary to implement a plan to develop this relationship.

5.1 [illegible]

FOR THE INDIVIDUAL TO UNDERSTAND INDIVIDUAL DIFFERENCES IN EDUCATION AND TRAINING NEEDS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
5.1 (A) For the individual to identify where (four) adult friends or relatives received their education or training.	5.1 (B) For the individual to compare and contrast the types of education and types of life styles of (three) adults other than his or her parents.	5.1 (C) For the individual to explain how the type of education or training a person pursues can be influenced by his or her occupational, leisure, and family and citizen goals. 5.1 (D) Given a description of a person's background, interests, abilities, and goals, the individual can suggest appropriate education and training activities for that person.	5.1 (E) For the individual to compare and contrast the kind of education and/or training people might seek and receive at ages 10, 20, 35, 50, and 65. 5.1 (F) For the individual to give (three) reasons why a person might want to pursue additional education/training after completing high school. 5.1 (G) For the individual to analyze the role of higher education in career preparation (e.g., it may provide an "entrance ticket", but not specific skills, political party participation, chess playing, etc.).

5.2 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE THE VARIETY OF TYPES AND SOURCES OF EDUCATION AND TRAINING.

Performance Indicators

K-3

5.2 (A) For the individual to identify (three) different types of education and training available in the community.

5.2 (B) To identify (two) sources of education and training he or she now utilizes (e.g., school, church, Blue Birds, Big-Brothers, etc.).

4-6 (incl. K-3)

5.2 (C) For the individual to identify (three) different places where people may receive education or training beyond high school (e.g., college, community college, trade school, etc.).

5.2 (D) For the individual to identify (three) sources of education and training he or she now utilizes and compare and contrast how these sources have varied from when the student was younger.

7-9 (incl. K-6)

5.2 (E) For the individual to compare and contrast on-the-job training and vocational/technical training as to the purposes and the nature of the training.

5.2 (F) For the individual to compare and contrast higher education and continuing education as to the types of educational experiences provided and the reasons for engaging in them.

5.2 (G) For the individual to describe the purpose of (four) different education and/or training opportunities a person might engage in after completing high school.

5.2 (H) For the individual to identify (three) local agencies providing at least one form of post-high school education or training.

10-A (incl. K-9)

5.2 (I) For the individual to compare and contrast community colleges and four-year colleges and universities as to the types of programs offered.

5.2 (J) For the individual to compare and contrast community colleges and proprietary trade schools as to the types and durations of programs offered.

5.2 (K) For the individual to describe how university extension courses are offered (e.g., through local seminars, open to the public, etc.).

5.2 (L) For the individual to list the vocational, technical, and apprentice programs available in his or her community and tell where they are located.

5.2 (M) For the individual to describe what is involved in a trade-union apprenticeship program.

5.3 SUB GOAL

FOR THE INDIVIDUAL TO RELATE EDUCATIONAL ALTERNATIVES TO LIFE STYLE.

Performance Indicators

K-3

5.3 (A) For the individual to identify what has influenced the family role he or she now identifies with.

5.3 (B) For the individual to describe (two) personal leisure roles and explain where those roles were learned.

4-6 (incl. K-3)

5.3 (C) For the individual to identify his or her citizen role and list what has influenced that role (e.g., family influence, Boy or Girl Scouts, peers, etc.).

5.3 (D) For the individual to identify (four) places or persons he or she could utilize to learn a leisure skill.

7-9 (incl. K-6)

5.3 (E) For the individual to describe (three) possible benefits a person might gain from adult education.

5.3 (F) For the individual to describe (two) ways besides college, that a person can continue his or her education beyond high school (e.g., independent study and adult education programs, etc.).

5.3 (G) For the individual to list (five) professions and/or occupations which usually require at least four years of college preparation.

5.3 (H) For the individual to list (five) professions and/or occupations for which a community college degree (A.A.) or at least two years preparation are needed.

10-A (incl. K-9)

5.3 (I) For the individual to explain how continuing education can help a person attain occupational, leisure, family, and/or citizen goals.

5.3 (J) For the individual to describe (three) places a person could go to obtain adult/continuing education programs (e.g., community colleges, public secondary schools, recreation departments).

6.1 SUB GOAL

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN AN OCCUPATIONAL ROLE, ITS SETTING, AND LIFE STYLE.

Performance Indicators

K-3

6.1 (A) For the individual to name the occupations held by his or her parents, close relatives, and neighbors.

6.1 (B) For the individual to define work and work setting, and demonstrate that he or she is a worker.

4-6 (incl. K-3)

6.1 (C) For the individual to explain how income influences life style.

6.1 (D) Given an occupation, the individual can explain (three) reasons why an individual might want to enter that occupation, and (three) reasons for not wanting to enter it.

6.1 (E) For the individual to describe how his or her role as a student is like that of an adult worker.

7-9 (incl. K-6)

6.1 (F) Given an occupation, the individual can report to the class the settings and life style of a person in that occupation.

6.1 (G) For the individual to describe the relationship between socio-economic levels and life style; the individual can identify contributions of workers at various socio-economic levels and reasons why each is important.

10-A (incl. K-9)

6.1 (H) Given an occupation the individual is interested in, the individual can describe a possible career pattern based on individuals he or she knows in that occupation.

6.1 (I) Given an occupation the individual is interested in, the individual can compare and contrast the life styles of individuals in that occupation.

6.1 (J) For the individual to identify (four) ways an occupation might affect a person's life style.

6.1 (K) Given an occupation he or she is interested in, the individual can state how, if at all, his or her behavior would differ from that of a person he or she knows in that occupation.

6.1 (L) For the individual to identify (three) aspects of his or her life that are important and which he or she would like to maintain in a work setting.

6.2 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE THAT OCCUPATIONS TEND TO CLUSTER IN SEVERAL WAYS.

Performance Indicators

K-3

6.2 (A) For the individual to classify occupations in terms of the types of clothing worn by individuals in the occupation.

6.2 (B) For the individual to categorize a list of workers into (two) groups: a) those who produce goods and b) those who produce services.

6.2 (C) For the individual to define career clusters (e.g., a family or occupations related by some common characteristics).

4-6 (incl. K-3)

6.2 (D) For the individual to categorize a list of occupations according to the following characteristics; indoor work/outdoor work, work with hands/work with tools/ work with pencil and paper/ work with people.

6.2 (E) Given a list of jobs, the individual can identify those jobs that have common characteristics and specify those common characteristics.

6.2 (F) Given several jobs that belong to a cluster, the individual can identify the common characteristics and name the cluster.

6.2 (G) For the individual to list examples of characteristics that might be used to cluster occupations (e.g., skills needed, education needed, location of work, product worked with).

7-9 (incl. K-6)

6.2 (H) For the individual to list at least (three) cluster categories that a specific occupation could belong to (e.g., salesman; work with people, work involves travel, work has strong employment outlook).

6.2 (I) Given a cluster, the individual can identify the similarities among jobs in the cluster in terms of kind of work and education, and training entry requirements.

6.2 (J) Using a job catalog, the individual can list the similarities and differences between (two) occupations within a cluster (e.g., as to educational requirements, working conditions, nature of work, employment outlook, places of employment).

6.2 (K) For the individual to compare and contrast the duties of (three) occupations within a career cluster.

10-A (incl. K-9)

6.2 (L) Given a list of occupations, the individual can indicate which ones could be associated with a specific industry.

6.2 (M) Given an unfamiliar occupational title, the individual can compare the amount of knowledge he or she has about the job before and after he or she is given the cluster to which it belongs.

6.2 (N) For the individual to select a cluster and, based on all the jobs within the cluster, describe the educational requirements, employment prospects, main work tasks or duties, and services or goods involved for (ten) jobs within the cluster.

6.3 SUB GOAL

FOR THE INDIVIDUAL TO ACQUIRE INFORMATION ABOUT OCCUPATIONS (E.G., MAJOR DUTIES, ENTRY REQUIREMENTS, INCOME, WORKING CONDITIONS, JOB MARKET, ETC.).

Performance Indicators

K-3

6.3 (A) For the individual to describe the activities and duties of (ten) highly visible occupations.

6.3 (B) For the individual to list (five) occupations that involve danger and explain why.

6.3 (C) Given an occupational setting (bank, hospital, grocery store), the individual can list (four) occupations represented and list duties of an individual in each occupation.

6.3 (D) For the individual to describe the work settings and conditions of (five) highly visible occupations.

6.3 (E) For the individual to explain why income is a factor in occupational choice.

6.3 (F) For the individual to explain why satisfaction is a factor in occupational choice.

4-6 (incl. K-3)

6.3 (G) For the individual to identify skills, interests, and attitudes typical for individuals involved in (three) occupations of an occupational cluster.

6.3 (H) For the individual to list (five) occupations that require extensive knowledge of mathematics and sciences and explain why.

6.3 (I) Given an occupation, the individual can report to the class the skills and abilities needed for that occupation and will suggest (two) possible places to become educated or trained for that occupation.

6.3 (J) For the individual to list (four) occupations that require the ability to communicate with the public and explain why.

6.3 (K) For the individual to select a high paying job and a low paying job and compare their entry requirements.

6.3 (L) For the individual to tell what effect a dangerous work environment has on a job's salary.

7-9 (incl. K-6)

6.3 (P) Given an occupation the individual is interested in, he or she will describe (two) areas of classroom study which would contribute to knowledge used in that occupation.

6.3 (Q) Given (three) occupations the individual is interested in, he or she will list advantages and disadvantages of being in each occupation.

6.3 (R) For the individual to list educational or training requirements for (ten) occupations he or she is interested in.

6.3 (S) Given (five) occupations within one occupational cluster, the individual can differentiate the occupations on the basis of entry requirements; then on the basis of income; then on the basis of work settings and conditions.

6.3 (T) Given an industry, the individual can tell (two) ways in which technology has had an impact on that industry and what this means for the workers in that industry.

10-A (incl. K-9)

6.3 (Y) Given an occupation the individual is interested in, he or she will identify (three) different ways to obtain the skills and abilities required in that occupation.

6.3 (Z) Given an occupation the individual is interested in, he or she will compare and contrast personally identified skills and abilities with those required in that occupation.

6.3 (AA) Given an occupation the individual is interested in, he or she will identify interests and values of individuals in that occupation.

6.3 (BB) Given an occupation, the individual can compare and contrast (three) different work settings for that occupation.

6.3 (CC) Given an occupation the individual is interested in, he or she will report to the class on the current job market for that occupation.

6.3 (DD) For the individual to explain how the job market affects career planning.

6.3 (M) For the individual to list (two) monetary benefits, other than wages, that a person may receive from his work (e.g., insurance, bonuses, discounts, vacation with pay, etc.).

6.3 (N) For the individual to discuss the differences between being salaried and being paid on piece-work basis.

6.3 (O) For the individual to list (two) non-monetary benefits a person may receive from his work (e.g., prestige, responsibility, sense of accomplishment, authority).

6.3 (U) For the individual to compare salaries of jobs of differing educational and/or training requirements.

6.3 (V) For the individual to describe how job performance might affect income.

6.3 (W) For the individual to explain how a shortage or abundance of workers in a given area affects income.

6.3 (X) For the individual to select (three) occupations of interest and determine which would be the most rewarding in terms of a) monetary benefits and b) nonmonetary benefits.

6.3 (EE) For the individual to list and discuss factors affecting the rate of unemployment.

6.3 (FF) For the individual to analyze the implications of achieving a constant population size for the labor market over the next twenty-five years.

6.3 (GG) For the individual to describe the implications for the labor market of a growing population.

6.3 (HH) For the individual to discuss the effects on the labor market of the growing numbers of women in the working world.

6.3 (II) Given an occupation, the individual can compare salary ranges in different geographical locations (e.g., urban versus rural, east versus south).

6.3 (JJ) For the individual to identify (two) steps a person might take to increase his salary (e.g., additional education or experience).

6.3 (KK) For the individual to determine which monetary and/or nonmonetary benefits would be most important for a specific person, given information on the person's interests and values.

6.3 (LL) For the individual to explain what is meant by the term "subsistence level" and describe what expenses are included in that category; to explain what "cost of living" is and what factors it is based on, and how companies adjust the monetary benefits of a job to accommodate regional variations in cost of living (e.g., higher wage/salary, etc.).

6.4 SUB GOAL

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN AND WITHIN THE OCCUPATIONAL WORLD AND THE ECONOMIC SYSTEM.

Performance Indicators

K-3

6.4 (A) For the individual to identify ways in which he or she is dependent on the work of others (at home, in school, in the community, etc.).

6.4 (B) For the individual to identify ways in which others depend on work he or she does.

6.4 (C) For the individual to describe advantages and disadvantages of depending on community workers (e.g., mailman, grocer, etc.).

6.4 (D) For the individual to identify products he or she consumes and where they came from.

6.4 (E) For the individual to discuss why most workers get paid for their efforts.

6.4 (F) For the individual to identify and list some goods and services a worker might purchase with the money he earns.

4-6 (incl. K-3)

6.4 (G) Given a work setting (a bank, hospital, department store, etc.), the individual can list the occupations represented and explain how persons in those occupations are dependent on one another.

6.4 (H) For the individual to explain the concept "division of labor" by listing and describing some of the many jobs that go into the manufacture of a mass-produced item.

6.4 (I) For the individual to diagram a monetary exchange system including both reproduction and consumption of goods and services.

6.4 (J) For the individual to assess the advantages and disadvantages of barter and monetary systems of exchange in modern society.

6.4 (K) For the individual to list goods and services a worker might purchase with the money he earns.

7-9 (incl. K-6)

6.4 (L) Given a product, the individual can describe all the occupations that played a role in its production and explain the interrelationship between the occupations.

6.4 (M) For the individual to explain what is meant by choosing a profession and listing the specialities associated with that profession.

6.4 (N) From a list of occupations, the individual can select those occupations that have been created in the last 20 years.

6.4 (O) For the individual to compare job opportunities in a rural setting versus an urban setting as to (a) types of jobs available and (b) number of jobs available.

6.4 (P) For the individual to identify a new product and describe the implications of that product for job opportunities (e.g., may make another product and associated jobs obsolete, requires servicing, etc.).

10-A (incl. K-9)

6.4 (R) For the individual to compare occupational patterns over the last 15 years for (three) different communities to determine if patterns of obsolescence exist.

6.4 (S) For the individual to list some of the services that are available today that were not available 25 years ago.

6.4 (T) For the individual to list some of the areas in which there will be a likely increase in service occupations (e.g., recreation, repair).

6.4 (U) For the individual to describe the implications of increases in leisure time for the growth or decline of specific occupations.

6.4 (V) For the individual to describe the function of money from the producer's point of view (e.g., he gets money for goods, he uses money to pay employees, etc.).

6.4 (W) For the individual to compare and contrast the monetary and nonmonetary benefits accruing to a worker who is self-employed and a worker who is employed by another person or firm.

6.4 (Q) For the individual to describe (two) trends in the world of work that affect workers and their work (e.g., fewer workers needed for production, more workers needed for services) and explain how the trends produce these results.

6.4 (X) For the individual to compare and contrast the average expenses of:
(a) a single person,
(b) a married couple, and
(c) a couple with two children.

6.4 (Y) For the individual to describe the major expenses a worker's income should provide for (e.g., housing, food, clothing, health care, transportation, etc.).

6.4 (Z) For the individual to analyze the effects of alternative life styles (e.g., communal living) on a family's expenses.

6.4 (AA) For the individual to determine the average annual income and expenses for a family of (four) in a given area.

6.4 (BB) For the individual to select (three) occupations and evaluate how well the monetary benefits associated with each occupation would meet the financial needs of a given worker.

6.5 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY THE FACTORS THAT AFFECT JOB SUCCESS, ADVANCEMENT, AND MOBILITY.

Performance Indicators

K-3

6.5 (A) For the individual to describe how he or she feels when a task is completed successfully.

6.5 (B) For the individual to describe his or her feelings when attempting a task he or she was not able to do; the student will list reasons he or she could not complete the task.

6.5 (C) For the individual to describe how healthy (physical or mental) may affect work performance.

6.5 (D) For the individual to identify the criteria for personal "success".

4-8 (incl. K-3)

6.5 (E) For the individual to compare and contrast (three) times his or her work has met with success and (three) times his or her work has met with failure.

6.5 (F) For the individual to identify the factors that influenced his or her successes and failures.

6.5 (G) For the individual to identify possible causes of job termination.

6.5 (H) For the individual to describe the effect that performance has on job longevity and advancement.

7-9 (incl. K-6)

6.5 (I) For the individual to identify factors affecting job success in addition to job performance (responsibility, interpersonal relations, appearance, etc.).

6.5 (J) For the individual to describe the interdependence of job success factors.

6.5 (K) For the individual to describe the similarities between school success factors and job success factors.

6.5 (L) For the individual to interview (three) workers to determine the number of jobs which have been held by each and the reasons for the job changes.

6.5 (M) For the individual to tell (two) ways to expand one's job mobility (e.g., training experience, ability).

6.5 (N) Given an occupation, the individual can determine how a person might advance in that job.

10-A (incl. K-9)

6.5 (O) For the individual to list the advantages of being prepared for a variety of jobs.

6.5 (P) Given a list of occupations, the individual can identify different businesses, industries, and other organizations where these occupations might be found.

6.5 (Q) For the individual to identify two ways a job may change and what a worker would have to do to meet the new demands (e.g., continuing education).

6.5 (R) Given an occupation the individual is interested in, he or she will determine the opportunity for job mobility and advancement in the job.

6.5 (S) For the individual to describe the possible effects (+ and -) of job advancement on one's satisfaction.

6.6 SUBGOAL

FOR THE INDIVIDUAL TO GAIN EXPERIENCE IN WORK RELATED ROLES AND SETTINGS.

Performance Indicators

K-3	4-8 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
		6.6 (A) For the individual to gather information about workers and occupations using available occupational systems (e.g., VIEW, DOT, encyclopedia of careers, etc.). 6.6 (B) For the individual to participate in (three) simulation experiences and/or actual work experiences. 6.6 (C) For the individual to identify and evaluate sources of occupational information.	6.6 (D) For the individual to gather information about the duties, work conditions, worker characteristics, rewards, employment outlook, preparation requirements, etc., for at least (five) occupations consistent with his or her occupational goals. 6.6 (E) For the individual to acquire work related experiences in a real work setting in (two) occupations consistent with his or her occupational goals.

7.1 SEQUOIA

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN LEISURE ROLES AND LIFE STYLE.

Performance Indicators

K-3

7.1 (A) For the individual to explain why different people prefer different types of leisure activities (e.g., people have different interests, abilities, etc.).

7.1 (B) For the individual to list free time or leisure activities he or she enjoys and those he or she does not enjoy.

7.1 (C) For the individual to identify times in the day that are leisure times.

4-6 (incl. K-3)

7.1 (D) For the individual to identify (two) kinds of leisure activities that may be related to a person's work (e.g., photography woodworking, etc.).

7.1 (E) For the individual to tell (three) ways he or she likes to spend leisure time.

7.1 (F) For the individual to discuss whether "doing nothing" is leisure and why a person might elect to have little or no leisure.

7-9 (incl. K-6)

7.1 (G) For the individual to explain and give examples of how leisure activities can provide entertainment, opportunities for self-expression and opportunities for personal development or learning.

7.1 (H) For the individual to compare the amounts of leisure available to a brother, sister, a friend, a parent, and a grandparent.

7.1 (I) For the individual to explain how leisure provides a person an opportunity to exert control or influence over his life.

10-A (incl. K-9)

7.1 (J) For the individual to identify which of the following times in a person's life generally have the most and the least leisure: infancy, childhood, teenage years, adult--worker and/or parent, retired worker.

7.1 (K) For the individual to give (two) examples of occupational areas in which workers today generally have more leisure time than workers in that area twenty years ago.

7.1 (L) Given a list of specific leisure activities, the individual can rank them according to their costs in terms of time required, money required, and facilities required.

7.1 (M) For the individual to determine what makes his or her favorite leisure activity worthwhile to him or her.

7.1 (N) For the individual to compare and contrast the leisure activities a person does and those he or she would like to do and discuss why a discrepancy might exist.

7.2 SHOW

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN LEISURE ROLES AND THEIR SETTINGS.

Performance Indicators

K-3

7.2 (A) For the individual to describe how the time of day influences the kinds of leisure activities you engage in (e.g., some activities cannot be done at night).

7.2 (B) For the individual to tell what times during the year he or she has the most leisure (e.g., on weekends, during vacations).

7.2 (C) For the individual to describe (three) activities people engage in that allow for appreciating and enjoying nature.

4-6 (incl. E-3)

7.2 (D) For the individual to compare and contrast the kinds of leisure activities which you could engage in during recess, after school, on weekends, and in the summer.

7.2 (E) For the individual to describe how leisure activities may vary from one season to another.

7.2 (F) For the individual to describe (two) activities that can be done in certain parts of the country and not in others.

7.2 (G) For the individual to tell (three) things people can do to help preserve nature and give (two) reasons why this is important.

7-9 (incl. E-6)

7.2 (H) For the individual to explain how conversion to a four-day work week would affect people's leisure time, (e.g., less leisure on the days of work, but one additional "leisure" day a week).

7.2 (I) For the individual to identify (two) kinds of leisure activities not affected by geography.

7.2 (J) For the individual to explain how increased participation in outdoor activities such as camping or back-packing can affect the balance in an ecological community if care is not taken.

7.2 (K) For the individual to explain why the current concern for ecology is more likely a 20th century phenomenon than a 19th century phenomenon.

10-A (incl. E-9)

7.2 (L) For the individual to describe how your own leisure activities change at different times of the day, week, or year.

7.2 (M) For the individual to describe (two) ways people can act to preserve the balance of nature yet still accommodate the needs of the population.

7.2 (N) For the individual to analyze the impact, both positive and negative, of humans on the balance of nature.

7.2 (O) For the individual to assess the degree to which being in a natural environment affects your "peace of mind".

8.1 [illegible]

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN FAMILY ROLES AND LIFE STYLES.

Performance Indicators

K-3

8.1 (A) For the individual to describe his or her responsibilities as a member of a family and his or her role in the family.

8.1 (B) For the individual to discuss the term "life style" and list a variety of life styles.

8.1 (C) For the individual to describe the responsibilities people assume when they become parents.

8.1 (D) For the individual to list the persons and/or pets in his or her family.

4-6 (incl. K-3)

8.1 (E) For the individual to evaluate the advantages and disadvantages of assuming family responsibilities.

8.1 (F) For the individual to describe the kinds of tasks each of the following people is responsible for: mother, father, brother or sister.

8.1 (G) For the individual to describe how his or her life style is related to his or her family role.

8.1 (H) For the individual to compare and contrast the responsibilities of each member of his or her family.

7-9 (incl. K-6)

8.1 (I) For the individual to explain how a person's freedom and responsibility are related.

8.1 (J) For the individual to compare and contrast the variety of family structures in his or her community.

10-A (incl. K-9)

8.1 (K) For the individual to compare and contrast his or her family responsibilities as a child and as an adult.

8.1 (L) For the individual to discuss advantages and disadvantages of family influence.

8.1 (M) For the individual to describe how present family roles might influence future family roles.

8.2 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY THE FACTORS THAT INFLUENCE FAMILY ROLE (SETTING, OCCUPATION, PEERS, AGE, GOVERNMENT POLICIES, ETC.).

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
8.2 (A) For the individual to compare and contrast the family roles of the following: himself or herself, mother, father, grandparents.	8.2 (B) For the individual to discuss how his or her peers affect his or her role in the family. 8.2 (C) For the individual to compare and contrast roles in his or her family with roles in his or her grandparents' family.	8.2 (D) For the individual to describe the influences on his or her present family role.	8.2 (E) For the individual to discuss how government policies affect family roles. 8.2 (F) For the individual to describe his or her alternative future family roles and list reasons for each alternative.

9.1 SUB GOAL

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN CITIZEN ROLES AND LIFE STYLES.

Performance Indicators

K-3

9.1 (A) For the individual to describe the importance and function of (three) safety signals and tell why compliance with safety rules is important.

9.1 (B) For the individual to explain the purpose of following rules during a fire drill.

9.1 (C) For the individual to determine what his or her rights are in terms of the classroom.

4-6 (incl. K-3)

9.1 (D) For the individual to explain why people follow some laws but not others (e.g., some people might jaywalk, but would not steal).

9.1 (E) For the individual to list situations in which he or she must observe rules and regulations.

9.1 (F) For the individual to discuss the citizen role of his or her parents.

7-9 (incl. K-6)

9.1 (G) For the individual to explain why there is some personal risk in not following a law.

9.1 (H) For the individual to tell how rules and laws protect he or she and others.

9.1 (I) For the individual to determine what factors have influenced his or her parents' citizen role.

10-A (incl. K-9)

9.1 (J) For the individual to explain why there are rules and laws for people living together in a group or society, and discuss what might happen if there were no rules or laws.

9.1 (K) For the individual to compare and contrast various citizen roles and life styles.

9.1 (L) For the individual to list alternative citizen roles he or she might play in the future.

9.1 (M) For the individual to determine his or her present citizen role and will list reasons why they are in that role.

9.2 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY THE FACTORS THAT INFLUENCE CITIZEN ROLES (SETTING, OCCUPATION, PEERS, AGE, GOVERNMENT POLICIES, ETC.).

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
9.2 (A) For the individual to discuss why it is important for citizens to take part in their government.	9.2 (B) For the individual to list (two) civic responsibilities of a citizen. 9.2 (C) For the individual to distinguish between "rights" and "responsibilities" of citizens. 9.2 (D) For the individual to discuss what influences his or her social responsibility.	9.2 (E) For the individual to discuss how the health of others can affect him or her. 9.2 (F) For the individual to describe (two) ways citizens may express their viewpoints. 9.2 (G) For the individual to describe (two) ways he or she may participate in government. 9.2 (H) For the individual to discuss how his or her citizen role differs from an adult friend or relative.	9.2 (I) For the individual to explain why it is important to respect all people as individuals, regardless of their race, sex, religion, etc. 9.2 (J) For the individual to explain how a person can respect someone's thinking even though they disagree with it. 9.2 (K) For the individual to compare and contrast his or her attitudes toward citizen role with that of peers.

9.3 SUB GOAL

FOR THE INDIVIDUAL TO UNDERSTAND THE RELATIONSHIP BETWEEN POLITICAL SYSTEMS AND CITIZEN ROLE.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
9.3 (A) For the individual to list procedures to follow at school in order to change a rule which is felt to be unfair. 9.3 (B) For the individual to define what is meant by "a freedom".	9.3 (C) For the individual to discuss the implications for himself or herself and for society of accepting unjust rules and laws. 9.3 (D) For the individual to explain why rights and freedoms are not unlimited.	9.3 (E) For the individual to give an example in which an unjust or unpopular law was revoked as a result of popular protest. 9.3 (F) For the individual to discuss the implications of a democratic government (rule by majority) for the concept of responsible dissent by a minority. 9.3 (G) For the individual to list rights and freedoms that we have that others in the world do not have.	9.3 (H) For the individual to explain how a particular personal freedom or right was granted as a result of protest against unjust laws (e.g., free speech, civil rights). 9.3 (I) For the individual to explain the rights guaranteed by the United States Constitution. 9.3 (J) For the individual to describe how knowledge about the history and government of his or her country can help make a person's participation more effective.

10.1 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY SITUATIONS AND EVENTS IN HIS OR HER LIFE THAT INVOLVE MAKING DECISIONS.

Performance Indicators

K-3

10.1 (A) For the individual to list decisions he or she makes at home and at school during a one-day period.

4-6 (incl. K-3)

10.1 (B) For the individual to identify one situation or event that requires a decision made by two or more family members (e.g., where to go for vacation, what TV programs to watch, etc.).

10.1 (C) For the individual to compare and contrast situations in which he or she makes individual decisions and those in which he or she is involved in group decisions.

7-9 (incl. K-6)

10.1 (D) For the individual to compare and contrast the types of decisions he or she makes with the family and those he or she makes with peers.

10.1 (E) For the individual to identify situations where the individual is not involved in making a decision that does affect him or her.

10.1 (F) For the individual to identify (three) events that may happen in an individual's life (e.g., job entry, college or training, marriage, retirement, etc.).

10-A (incl. K-9)

10.1 (G) For the individual to identify (three) events in his or her life that have been particularly meaningful and determine what it was about those events that made them meaningful.

10.1 (H) For the individual to identify (two) strategies for dealing with a situation where the individual is not involved in making a decision which does affect him or her.

10.1 (I) For the individual to list (three) important decisions he or she must make within the next year.

10.1 (J) For the individual to identify and plan for (one) event that he or she anticipates within the next year (e.g., joining a club, taking an exploration, job entry, -part or full time-, etc.).

10.2 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY FACTORS THAT INFLUENCE DECISION MAKING.

Performance Indicators

K-3

10.2 (A) For the individual to discuss the factors that influence daily decisions (e.g., what to wear, what to eat, etc.).

4-6 (incl. K-3)

10.2 (B) Given a decision the individual has made, he or she will list the factors that influenced that decision.

7-9 (incl. K-6)

10.2 (C) Based on reasons given by at least (ten) people as to why they selected specific options (either occupational, educational, citizen, or leisure), the individual will construct a list of possible factors for evaluating options of that type.

10.2 (D) For the individual to compare and contrast the factors a person uses to evaluate educational options, citizen options, occupational options, and leisure options.

10.2 (E) For the individual to identify and understand how values relate to choosing options.

10-A (incl. K-9)

10.2 (F) Given a decision a person has made regarding career options to pursue, the individual will identify the factors upon which that decision was based.

10.2 (G) For the individual to determine for himself or herself the factors which were used in evaluating: (a) occupational options, (b) educational options, (c) citizen options, (d) leisure options, and (e) family options.

10.2 (H) For the individual to explain why it is useful for a person to consider his or her career goals while he is still in school.

11.1 SUB GOAL

FOR THE INDIVIDUAL TO ACQUIRE SKILL IN DEVELOPING OPTIONS.

Performance Indicators

K-3

11.1 (A) Given a specific task (at home or at school), the individual can list (three) possible ways to accomplish the task.

4-6 (incl. K-3)

11.1 (B) Given a specific occupational or leisure option, the student will identify (two) interests that would be compatible with that option (e.g., bicycling -- outdoor activities, physical exercise).

11.1 (C) For the individual to give a specific example of a person whose occupation is probably related to his/ interests (e.g., a professional athlete or photographer).

7-9 (incl. K-6)

11.1 (D) Given at least (three) career options (e.g., occupational, leisure, family, or citizen), the individual can identify an interest that is common to all three.

11.1 (E) Given a specific interest (e.g., outdoor activities), the individual can identify (two) leisure and (two) occupational options that would be compatible with the interest.

11.1 (F) For the individual to identify (three) categories of personal characteristics which should be considered in identifying possible career options (e.g., interests, values, physical and cognitive skills, etc.).

11.1 (G) Given a specific intellectual skill (e.g., mathematical ability), the individual can identify (two) occupational and (two) leisure options which would involve that skill.

10-A (incl. K-9)

11.1 (H) For the individual to explain how the absence as well as the presence of physical skills can influence the career options a person elects to pursue (e.g., a person who is unable to tolerate great heights would probably not want to become a construction worker).

11.1 (I) Given a specific family option that a person has selected, the individual can identify which of that person's skills probably influenced his or her selection.

11.1 (J) Given a specific physical skill (e.g., physical coordination), the individual can identify (two) leisure and (two) occupational options that a person might pursue.

11.1 (K) Given a specific career option the individual is interested in (occupational, leisure, family, or citizen), he or she can tell where and how they learned of that option and why they are considering it.

11.1 (L) For the individual to compare and contrast the kinds of information he or she would seek about family, occupational, and leisure options.

11.1 (M) For the individual to give (one) reason why it is important not to close in on a specific goal too soon.

11.2 SUB GOAL

FOR THE INDIVIDUAL TO ACQUIRE SKILL IN RELATING FACTORS THAT INFLUENCE A DECISION TO IDENTIFIED OPTIONS.

Performance Indicators

K-3

11.2 (A) Given (two) activities the individual enjoys, he or she will choose one and then list the reasons they chose that option over the other.

4-6 (incl. K-3)

11.2 (B) Given (three) items the individual would like to buy, he or she will determine which one they want most and give their reasons why.

7-9 (incl. K-6)

11.2 (C) For the individual to explain why different characteristics may suggest different options for an individual.

11.2 (D) Given a specific career option which a person has elected to pursue, the individual can identify the specific characteristics about that person which prompted that selection.

10-A (incl. K-9)

11.2 (E) Given a specific career option, the individual can identify the work and life styles that persons pursuing that option might have.

11.2 (F) The student will explain how a person's social style might influence decisions regarding possible options in each of the following areas: education and training, occupation, leisure, and social responsibility.

11.2 (G) Given a specific work or life style, (e.g., work in a very quiet setting, without disturbance), the individual can identify (two) leisure, (two) family, and (two) citizen options, which would be compatible with that style.

11.2 (H) For the individual to explain how the results of each of the following may be used to formulate career goals (occupational, educational, citizen, family, or leisure): interest inventories, achievement tests, performance records and standardized ability tests.

11.3 SUB GOAL

FOR THE INDIVIDUAL TO GAIN DECISION-MAKING EXPERIENCE BY MAKING SYSTEMATIC DECISIONS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
11.3 (A) For the individual to list the steps he or she takes in making a decision (e.g., what to wear to school).	11.3 (B) For the individual to list steps he or she takes in making decisions. 11.3 (C) For the individual to learn a decision-making model. 11.3 (D) For the individual to compare and contrast methods used in making decisions - refer to 11.3 (B) and 11.3 (C). 11.3 (E) For the individual to distinguish between routine decisions and more complex decisions.	11.3 (F) For the individual to discuss "not making a decision" as one strategy to use in decision making. 11.3 (G) Given a decision making situation, the individual can develop (two) options, make a decision by choosing one of them, and list the reasons for choosing that one.	11.3 (H) Given (three) different decision making situations, the individual can identify the strategies he or she uses in each situation. 11.3 (I) Given a situation where the individual must make a decision, he or she can list alternatives, weigh the alternatives as to highest priority, and make a systematic decision based on identified information.

11.4 SUB GOAL

FOR THE INDIVIDUAL TO ACQUIRE SKILL IN STATING AND IMPLEMENTING A PLAN OF ACTION.

Performance Indicators

K-3

11.4 (A) Given something the individual wants, he or she can describe a plan to attain the goal (e.g., to be ball carrier, to take class attendance, etc.) and will implement that plan.

4-6

11.4 (B) For the individual to develop a personal program aimed at learning a particular leisure activity or skill he or she is interested in learning, and act on that program.

7-9

11.4 (C) For the individual to make a plan of experiences and events that will result in a change in his or her self concept; the student will implement, monitor, and evaluate this plan.

10-A

11.4 (D) Given a specific goal the individual is interested in, he or she can describe a plan to modify personal characteristics in order to facilitate attaining that goal; the individual can then implement, monitor, and evaluate the plan.

11.4 (E) Given one aspect of his or her life style the student finds dissatisfying (e.g., no close friends), he or she can make a plan to facilitate a change to make their life style more satisfying.

12.1 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY AND EVALUATE EDUCATIONAL OPTIONS IN TERMS OF SELF ASSESSMENT.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
12.1 (A) Given a leisure skill the individual would like to learn, he or she will identify (two) different educational sources available to learn that skill (in and out of school).	12.1 (B) For the individual to compare and contrast the educational sources he or she has utilized and those a friend has utilized.	12.1 (C) For the individual to identify (three) personal characteristics which should be considered in relation to a specific education or preparation option (e.g., academic skills, study habits, desired life style, interests, etc.).	12.1 (D) Given a specific education or preparation option, the individual can determine whether he or she has the abilities, interests, etc., to pursue that option. 12.1 (E) Given a specific education or preparation option, the individual can identify which of his or her abilities, interests, study habits, and desired life style characteristics are compatible with that option and which characteristics are not compatible. 12.1 (F) For the individual to identify those characteristics about himself or herself which he or she would keep in mind in formulating educational goals.

12.2 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY AND EVALUATE FAMILY, OCCUPATIONAL, CITIZEN, AND/OR LEISURE OPTIONS IN TERMS OF SELF ASSESSMENT.

Performance Indicators

K-3

12.2 (A) For the individual to recall (three) activities he or she has taken part in over the past year that he or she enjoyed (e.g., taking a trip, playing games with friends, making a garden, watching television).

12.2 (B) For the individual to identify and describe (one) activity that he or she learned this past year (e.g., swimming, riding a bicycle) that gave a good deal of satisfaction and explain why.

12.2 (C) For the individual to recognize that individual characteristics relate to various work situations (e.g., a spelling test, independent reading, a group science project, a physical education game, etc.).

12.2 (D) For the individual to relate his or her personal characteristics to the leisure and family activities he or she enjoys.

4-6 (incl. K-3)

12.2 (E) For the individual to recall (two) activities that he or she would prefer not to take part in again and explain why.

12.2 (F) For the individual to describe (two) characteristics that he or she would look for in a job if looking for a job, and identify the values reflected in those objectives (e.g., opportunity to work on one's own - independence; good salary, etc.).

12.2 (G) For the individual to relate in writing their interests and personal characteristics and achievements to their present occupational aspirations.

12.2 (H) Given a citizen or leisure skill the individual would like to learn, he or she will identify those personal characteristics that would enable him or her to learn that skill.

12.2 (I) Given a specific leisure option, the individual can describe (two) personal characteristics a person should have to successfully pursue that option.

7-9 (incl. K-6)

12.2 (J) Given a person who has formulated a career goal, the individual can identify what characteristics about that person were considered in formulating that goal.

12.2 (K) For the individual to contrast characteristics and components of activities he or she enjoys and activities he or she does not enjoy.

12.2 (L) For the individual to identify those characteristics about himself or herself which he or she would keep in mind in formulating occupational goals and evaluating potential employment options.

12.2 (M) Given a particular leisure activity (e.g., skiing, horseback riding, sewing), the individual can explain why he or she would or would not participate in it.

12.2 (N) For the individual in considering a particular leisure or family activity, the individual can identify (three) factors which would influence a person's decision to pursue that activity.

12.2 (O) Given a specific leisure option, the individual can indicate whether or not he or she has the necessary interests, values, and skills to pursue that option.

10-A (incl. K-9)

12.2 (P) Given a specific occupational option which the individual might enjoy, he or she will describe what activities involved in that option would be satisfying.

12.2 (Q) The individual can identify (three) ways that pursuing a particular goal might affect his or her personal life style.

12.2 (R) Given a specific occupation, the student will assess the degree to which he or she possesses the interests, skills, etc., helpful in pursuing that occupation.

12.2 (S) Given at least (three) employment options, the individual can determine which of the options his or her interests, skills, etc., are most appropriate for.

12.2 (T) For the individual to explain how a specific employment option might relate to each of the following: leisure activities, subjects studied in school, and perceived social responsibilities.

12.2 (U) For the individual to list (two) factors a person should consider in deciding whether or not to develop skills in a specific area (e.g., reliability of information obtained, degree of importance of skill).

12.2 (V) For the individual to explain how a person's goals, values, and interests influence decisions about areas of skill to be developed (e.g., more likely to want to develop skills related to a specific goal, interest, or value).

12.2 (W) For the individual to identify those characteristics about himself or herself which he or she would keep in mind in formulating family, citizen, or leisure goals.

13.1 [illegible]

FOR THE INDIVIDUAL TO IDENTIFY AND STATE TENTATIVE CAREER GOALS AND ALTERNATIVE GOALS.

Performance Indicators

K-3

13.1 (A) Given something the individual wants in the future, he or she will describe a plan which might help attain it.

4-6 (incl. K-3)

13.1 (B) For the individual to give an example of how attention to one's possible career goals at an early age helps a person to attain those goals later in life.

13.1 (C) Given a career goal (e.g., leisure, occupational, family or citizen), the individual can describe an educational plan for attaining the goal.

7-9 (incl. K-6)

13.1 (D) Given a person with specified interests and physical skills, the individual can formulate a career goal or combination of goals (occupational, educational, family, or leisure), based on his combination of interests and abilities.

13.1 (E) For the individual to give (two) reasons why people form multiple career goals and how formulating alternative goals can enhance a person's flexibility.

13.1 (F) For the individual to explain how the concept of career clusters facilitates the formulation of multiple career goals.

10-A (incl. K-9)

13.1 (G) Given information about a person's interests and career options related to these interests, the individual can identify an occupational goal, an educational goal, a leisure goal, and a citizen goal which would allow that person to express these interests.

13.1 (H) Given information about a person's physical abilities and career options related to these abilities, the individual will identify an occupational goal, an educational goal, a leisure goal, and a citizen goal, which involve that person's areas of greatest physical ability.

13.1 (I) Given the student's own values and preferred life style characteristics, he or she can identify an occupational goal, an educational goal, a family goal, and a leisure goal, which together, accommodate his or her values and preferred life style.

13.2 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY AND INVESTIGATE PREREQUISITES FOR REACHING GOALS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
13.2 (A) For the individual to identify an occupation he or she is interested in and identify a skill to practice now to help reach that occupational goal.	13.2 (B) For the individual to interview an adult and determine how they plan to attain a goal which will take several days or more. 13.2 (C) For the individual to explain how what you do in school now can help you attain leisure, occupational, family, or citizen goals.	13.2 (D) Given a specific example of a person who has attained a goal, the individual can determine whether the person went through the following steps: identified the prerequisites, identified a means to attain the goal, developed a plan of action to obtain the necessary resources, and carried out the plan. 13.2 (E) Given a specific goal that the individual attained (e.g., finishing an assignment on time) he or she can describe the prerequisites that were met in attaining the goal. 13.2 (F) Given a specific goal that a person is seeking to attain, the individual can identify the prerequisites which that person will have to meet in order to attain the goal.	13.2 (G) Given a specific goal, the individual can identify the prerequisites for attaining that goal (e.g., getting into college: completing certain required courses, doing reasonably well in school work, engaging in some extracurricular activities, completing the application procedure, paying the application fee, etc.). 13.2 (H) Given the prerequisites for attaining a specific career goal, the individual can identify (two) characteristics or qualities a person should have to meet those prerequisites (e.g., to complete a job application procedure, a person should be able to express himself clearly, be well organized so that he can keep track of the various pieces of the application, etc.). 13.2 (I) Given the prerequisites for attaining a specific career goal, the individual can assess the degree to which he or she, with present interests, values, etc., would be able to meet the prerequisites. 13.2 (J) Given certain prerequisites for attaining a goal which the individual would not be able to meet at the present time given present interests, abilities, etc., the individual can describe what steps he or she would take to be able to meet those prerequisites.

13.3 SUB GW

FOR THE INDIVIDUAL TO ASSESS THE PROBABILITY OF ATTAINING GOALS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
13.3 (A) For the individual to give an example of how knowledge of one's personal characteristics can help him attain his goals.	13.3 (B) For the individual to show how developing ability in a specific skill can aid in the attainment of a goal.	13.3 (C) For the individual to identify a specific goal which he or she was unable to attain (e.g., getting a part-time job in the neighborhood) and describe the reasons why. 13.3 (D) For the individual to explain and give an example of how each of the following might influence the attainment of a goal: qualifications, opportunities, personal attitudes, attitudes of others. 13.3 (E) Given a list of attributes necessary to attain a given goal, the individual can identify which of those attributes he or she possesses and which attributes he or she does not possess.	13.3 (F) Given a specific occupational, educational, or leisure goal, the individual can identify personal attributes that would be needed to attain that goal. 13.3 (G) For the individual to explain why a person can only maximize his chances of success, rather than guarantee his success, in carrying out his plans. 13.3 (H) For the individual to identify (three) specific factors which might interfere with the attainment of one's goals (e.g., moving to a new area, having to leave school to work, etc.)

13.4 SUB GOAL

FOR THE INDIVIDUAL TO PLAN PERSONAL PROGRAMS TO REACH IDENTIFIED CAREER GOALS.

Performance Indicators

K-3

13.4 (A) Given something the individual wants, he or she can describe a plan to attain the goal (e.g., to be ball carrier, to take class attendance, etc.) and will implement that plan.

13.4 (B) For the individual to identify a leisure or family goal he or she wants to pursue; list the steps he or she might take to reach that goal.

4-6 (incl. K-3)

13.4 (C) For the individual to develop a personal program aimed at learning a particular leisure activity or skill he or she is interested in learning, and act on that program.

13.4 (D) For the individual to select a goal which he or she might want to attain in school within the next two years, and outline the steps to take to attain that goal.

7-9 (incl. K-6)

13.4 (E) For the individual to make a plan of experiences and events that will result in a change in his or her self concept; the student will implement, monitor, and evaluate this plan.

13.4 (F) Given possible goals demonstrating citizen responsibility, the individual can select one goal and list the steps he or she would take to pursue that goal.

13.4 (G) Given a long-range career goal (e.g., to become a computer programmer), the individual can outline the specific steps to take while still in school to pursue that goal.

10-A (incl. K-9)

13.4 (H) Given a specific goal the individual is interested in, he or she can describe a plan to modify personal characteristics in order to facilitate attaining that goal; the individual can then implement, monitor, and evaluate the plan.

13.4 (I) Given one aspect of his or her life style the student finds dissatisfying (e.g., no close friends), he or she can make a plan to facilitate a change to make their life style more satisfying.

13.4 (J) Given a specific educational or occupational goal, the individual can identify the specific steps he or she will have to take now and in the future to attain that goal.

13.4 (K) For the individual to identify (three) elements which should be included in a plan for accomplishing tasks to attain goals (e.g., sequence of tasks, time required for tasks, time when tasks will occur, etc.).

13.4 (L) For the individual to explain how each of the following factors is a means of attaining an educational or occupational goal: education or preparation, money, transportation, individual assistance, experience.

14.1 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY AND ACQUIRE INFORMATION AND SKILLS NECESSARY TO GAIN FURTHER EDUCATION AND TRAINING RELATED TO IDENTIFIED CAREER GOALS.

Performance Indicators

K-3

14.1 (A) For the individual to identify academic or personal situations where one must have certain knowledge and/or skills to reach identified goals.

4-8 (incl. K-3)

14.1 (B) Given a specific educational goal (e.g., to be in a particular class), the individual can identify the information and skills necessary to achieve that goal.

14.1 (C) For the individual to explain how what one does in school now can help one attain education and/or preparation goals (e.g., develop good reading and study skills, etc.).

7-9 (incl. K-6)

14.1 (D) For the individual to list (two) reasons why a person might consider participating in a vocational, technical, or apprenticeship program (e.g., job requirements or preparation).

14.1 (E) For the individual to list specific occupations which would require either a) apprenticeship or b) vocational or technical preparation.

14.1 (F) For the individual to describe the academic preparations needed to 1) enter a college or university or 2) enter a vocational training program or 3) enter an apprenticeship program.

14.1 (G) For the individual to list the institutions offering higher education in a local area.

14.1 (H) For the individual to compare and contrast college life and that of junior high and high school as to individual responsibility and freedom and types of educational experience gained.

10-A (incl. K-9)

14.1 (E) For the individual to compare and contrast vocational or technical programs and apprenticeships in terms of where the preparation occurs, what it involves, and how long it takes to complete.

14.1 (L) For the individual to identify (three) places a person could receive vocational, technical, and apprenticeship preparation (e.g., military, community college, technical school, vocational school, etc.).

14.1 (M) For the individual to describe the adult education courses available in his or her area and tell where the courses are offered.

14.1 (N) For the individual to list the requirements and procedures to follow for attending adult education classes.

14.1 (O) For the individual to relate information gained about further education and preparation to (two) identified career goals (leisure, occupational, family, citizen).

14.1 (I) For the individual to describe (two) situations in which higher education would be useful and (two) situations in which it would not be useful.

14.1 (J) For the individual to identify (three) kinds of information a person might want to seek about an education and/or training option.

14.1 (P) For the individual to identify and acquire information necessary to gain admittance to an institution of higher learning or further training.

14.2 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY AND ACQUIRE INFORMATION AND SKILLS NECESSARY TO GAIN EMPLOYMENT RELATED TO IDENTIFIED CAREER GOALS.

Performance Indicators

K-3

14.2 (A) For the individual to role play an interview for a classroom job (e.g., attendance taker, lunch counter, ball carrier, board eraser, etc.).

4-6 (incl. K-3)

14.2 (B) For the individual to interview (two) friends or relatives that interviewed for the jobs they now hold and compare and contrast their interview experiences.

14.2 (C) For the individual to identify (two) skills necessary for interview success of (three) friends or relatives.

7-9 (incl. K-6)

14.2 (D) For the individual to role play a job interview for a specific occupation(s) he or she is interested in.

14.2 (E) For the individual to identify (two) sources of information about jobs available in his or her community.

14.2 (F) For the individual to identify (three) personal characteristics which would be of value to a potential employer.

14.2 (G) For the individual to identify (three) kinds of information a person might want to seek about an occupational option.

10-A (incl. K-9)

14.2 (H) For the individual to apply for and interview for an actual job opening and evaluate his or her experience.

14.2 (I) For the individual to identify the information typically found in a personal resume and to develop a personal resume.

14.2 (J) For the individual to research (two) potential employers for the purpose of identifying job requirements and factors which contribute to gaining employment.

14.2 (K) For the individual to relate personal characteristics (physical, intellectual, emotional) to the requirements of (three) actual or potential job openings.

14.2 (L) For the individual to describe how he or she would use each of the following methods to acquire information about an occupational option: interviews, observation, direct experience, published reports and promotional literature.

16.2 (N) Given a job the individual is interested in, he or she will complete an appropriate letter of application and/or employment application form.

16.3 (N) Given a list of (three) different types of job openings, the individual will give an appropriate first step in contacting the employer and will give (one) reason why that step was chosen.

14.3 SUB GOAL

FOR THE INDIVIDUAL TO IDENTIFY AND ACQUIRE INFORMATION AND SKILLS NECESSARY TO REACH CITIZEN, LEISURE, AND/OR FAMILY GOALS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
14.3 (A) Given a leisure, family, or citizen goal, the individual can identify the skills necessary to achieve those goals (e.g., to play kickball).	14.3 (C) Given a family, leisure, or citizen goal the student has identified (e.g., to be invited to a party), the individual can identify the information and skills that would enhance his or her chances of achieving that goal.	14.3 (E) Given (one) family, leisure, or citizen goal the individual did achieve, and (one) he or she did not achieve, the individual can compare and contrast the factors involved.	14.3 (H) For the individual to identify family, citizen, and leisure goals he or she has achieved and discuss the relationship between these successes.
14.3 (B) For the individual to identify (one) leisure activity he or she would like to do and to compare and contrast personal characteristics necessary to become involved in that activity.	14.3 (D) For the individual to explain how an individual's personal characteristics influence leisure, family, and citizen activities.	14.3 (F) Given a specific leisure, family, or citizen option, the individual can describe and locate (two) sources of information about that option. 14.3 (G) Given a person with specific interests and abilities, the individual can suggest (two) leisure, family, and citizen activities that person would likely enjoy.	14.3 (I) For the individual to predict family, citizen, and leisure goals he or she may be involved with in (two) years.

15.1 [illegible]

FOR THE INDIVIDUAL TO IDENTIFY AND UTILIZE RESOURSES NECESSARY IN THE IMPLEMENTATION OF HIS OR HER CAREER PLANS.

Performance Indicators

K-3

15.1 (A) Given a goal the individual has identified (e.g., to go fishing with a friend or family member), he or she can identify the resources necessary to implement that goal.

4-6 (incl. K-3)

15.1 (B) Given a goal the individual has identified, he or she can compare and contrast the possible resources for implementing that goal, and then identify those most accessible.

7-9 (incl. K-6)

15.1 (C) For a given immediate educational goal (e.g., learning to speak Spanish), the individual can list the specific resources needed to attain the goal.

15.1 (D) For the individual to choose an educational or training goal and list the resources available to aid he or she in the implementation of that goal.

10-A (incl. K-9)

15.1 (E) For the individual to select a specific occupational, leisure, family, or citizen goal, and list the specific resources needed to attain that goal.

15.1 (F) Given a description of how a person attained a specific educational, occupational, family, or leisure goal, the individual can identify where he or she obtained the necessary resources.

15.1 (G) Given a list of suggested resources for attaining an educational, occupational, family, citizen, or leisure goal, the individual can identify the ones most likely to be available.

15.2 SUB GOAL

FOR THE INDIVIDUAL TO DEMONSTRATE A COMMITMENT TO AND ACT UPON HIS OR HER PLANS.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
15.2 (A) Given a plan to reach a particular career goal (leisure, occupational, citizen, or family), the individual can list the steps to reach the goal and implement the first step in the plan.	15.2 (B) Given an individual's plan to reach a goal, that individual can list the steps involved, make a timeline, and after implementing the first step, can evaluate his or her progress and make any necessary changes to the plan.	15.2 (C) Given a plan to reach (two) career goals (leisure, family, citizen, occupational), the individual can list the steps involved, make a timeline, and after implementing the plan, he or she can evaluate whether or not the timeline was realistic.	15.2 (D) Given an individual's plan, that individual can determine the timeline for implementation, gather the resources necessary for implementation, and can demonstrate a commitment to the plan by initiating the plan and providing for evaluation (on-going and final).

16.1 SHOW

FOR THE INDIVIDUAL TO IDENTIFY FACTORS THAT INFLUENCE IMPLEMENTATION PROGRESS.

Performance Indicators

K-3	4-6 (incl. E-3)	7-9 (incl. E-6)	10-A (incl. E-9)
16.1 (A) After an individual has succeeded in achieving a personal goal, he or she will identify the factors that led to success.	16.1 (B) Given a goal the individual has identified, he or she will identify (two) factors that may help achieve that goal and (two) factors that may hinder achievement of the goal.	16.1 (C) Given a goal the individual has identified, he or she can predict which factors enhance success and which factors might lead to failure.	16.1 (D) For the individual to identify (three) factors to consider in determining priorities among goals or priorities of steps within a goal (e.g., amount of time required, need for prerequisites, availability of resources, need for immediate attainment, etc.). 16.1 (E) Given a number of goals that a person wants to attain, and a list of activities which would help to attain each of the goals, the individual can rank the various goals in terms of their priority for attention.

16.2 [illegible]

FOR THE INDIVIDUAL TO PERIODICALLY ASSESS PROGRESS ON HIS OR HER CAREER PLAN.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-6)	10-A (incl. K-9)
16.2 (A) Given a goal the individual is pursuing, he or she will discuss how close they are to achieving that goal.	16.2 (B) Given a list of steps the individual identified for achieving a goal, he or she can identify which step they are at and predict how long it will take to achieve the goal.	16.2 (C) Given a plan for allocating effort to various tasks required to attain a specific short term goal (e.g., completing a school assignment), the individual can follow the schedule and assess its efficiency in helping attain the goal. 16.2 (D) Given a specific plan for the pursuit of a specific short term goal, the individual can establish a series of checkpoints in the plan. 16.2 (E) Given a specific strategy for pursuing and attaining a goal, the individual can assess progress at a specific point and compare it with the progress anticipated in the schedule.	16.2 (F) For the individual to identify (two) different ways to monitor a person's progress in attaining a goal or in completing activities required to attain a goal. 16.2 (G) For the individual to explain how each of the following can help a person monitor his or her progress in accomplishing designated tasks: checkpoints, incentives, contingency plans. 16.2 (H) For the individual to describe (two) kinds of rewards, (e.g., intrinsic or extrinsic) that can be used to help a person maintain progress to attaining a specific goal.

17.1 SO THAT

FOR THE INDIVIDUAL TO MODIFY OR REDESIGN CAREER PLANS, IF EVALUATION INDICATES.

Performance Indicators

K-3	4-6 (incl. K-3)	7-9 (incl. K-8)	10-A (incl. K-9)
17.1 (A) For the individual to list some possible reasons for changing plans.	17.1 (B) Given an individual's plan for achieving a goal, he or she can list (three) possible reasons the plan may have to be changed.	17.1 (C) Given a situation in which a person did not progress toward a goal as fast as anticipated, the individual can describe how he or she could have adjusted activities in order to make greater progress.	17.1 (D) Given a situation in which a person is not progressing as fast as he or she expected toward attaining a goal, the individual can analyze the events and determine the reasons for the lack of progress. 17.1 (E) Given a situation in which a person is attaining a goal faster than he or she anticipated, the individual can analyze the situation and determine the reasons for the unexpectedly fast progress. 17.1 (F) For the individual to identify (two) different ways a person could channel his or her energy upon attaining a goal.

Performance Indicators: Behavioral Domains

In addition to developing performance indicators which encompass a developmental learning sequence, an attempt is being made to assure adequate representation from the affective as well as the cognitive behavioral domains.

The cognitive domain includes recognition and recall of knowledge and the development of intellectual skills and abilities. The affective domain deals with attitudes, interests, values, the acquisition of appreciations and adequate adjustment.

In the cognitive domain, the six basic subcategories of Bloom, et al., have been used. They are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Classifications for the affective domain are in accordance with Krathwohl's taxonomy. Krathwohl, et al. (1964) specifies five levels of affective skills: receiving, responding valuing, organization, and characterization by value complex.

In formulating the performance indicators, terms such as "list", "identify", and "describe" were used to establish measurable student performance. Although they may appear cognitive, an analysis of the specific skills required of the individual will indicate affective as well as cognitive performance indicators.

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Lansing, Michigan 48902

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Superintendent of
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FROM: Michigan Department of Education

SUBJECT: Your Comments and Suggestions, Please

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